Q & A
EC Directors' Webinar
December 3, 2013

1. *What about current Extend 2 students qualifying for the good cause exemption with Read to Achieve?*

   NC Extend 2 students are not included in the exemption. The exemption only addresses students accessing Extended Content Standards, and being assessed through Extend 1.

2. *Can you please clarify what was meant by "EC teachers need to be working on the 36 reading passages and helping the students pass those"? It is our understanding that only the teacher of record can administer the passages. The EC teacher would be helping work on the standards the passages assess.*

   If the EC teacher is the primary reading teacher, they can administer the passages. If the child has to be pulled out for separate setting for instructional assignments and independent work as part of their accommodations, then the EC teacher can administer.

3. *Could you send us exemplars for a student who requires an IEP and PEP in literacy?*

   We are finding examples from local districts and will get them out as soon as we secure the examples. We want these to be real examples not something we create to make a point.

4. *Does the requirement of a maximum of three passages a week still apply in summer camp?*

   Yes, they will still only be able to do 3 a week in summer camp. And, we are emphasizing that they do not have to complete 3 a week. We want it to match instruction. So, if a teacher has worked on a standard (especially with students who are struggling) for an entire week and then wants to give one passage that week, that is OK. The students may not finish a portfolio by the end of May but they may have 15-20 proficient passages that they can carry with them into summer camp. This will also give the summer camp teacher information on what the child may need for instruction or re-teaching during the summer camp.

5. *Is EC responsible for transportation for EC students?*

   No, the monies for transportation are included in the allotments for Summer Camp.

6. *For the Read To Achieve and the selection of the 25% top teachers to teach the summer camps, will EC teachers also be a part of that?*

Any HQ teacher who meets the criteria for teaching in the summer camp will be considered, regardless of their current teaching assignment.

7. *Do you foresee parents requesting the LEA paying for the summer camp alternative such as Sylvan?*

   The LEA is not responsible for providing for or coordinating alternatives to summer camp. This is solely the responsibility of the parent(s).

8. *Will you provide us with specific information about the MOE and the Medicaid expenditure use? When we will receive that information? I am quite concerned about making sure we are planning early on to determine our usage.*

   That memo is scheduled to go out on Wednesday (12/11/13).

9. *May I have contact information for Laurie and Lauren?*

   laurie_ray@med.unc.edu

   lauren_holahan@med.unc.edu

10. *What supports are there for Charter Schools who do not have EC Directors on staff?*

    You should contact your Regional Education Consultant:

    Regions 1 & 2: Cynthia Debreaux   DEBREAUXC@ECU.EDU
    Regions 3 & 4: Barbara Scriven   Barbara.Scriven@dpi.nc.gov
    Regions 5 & 6: Jennifer Cash   jcash11@uncc.edu
    Regions 7 & 8: Karen Broome   broomek@regionaledservices.com

11. *Do we expect most of our students to have a PEP (not meeting grade level standards) as well as an IEP?*

    If an EC student is at significant risk based on CCS or testing data he/she will have both an IEP and PEP. Please refer to the Memorandum, dated November 14, 2013, to use as guidance for determining the need and purpose for a PEP.

12. *So, if you have an SI only student, the needs in reading should be addressed through a PEP and not the IEP?*

Not necessarily. Please refer to the Memorandum dated November 14, 2013, on guidelines for PEPs. The IEP should address all needs of the student, addressed through data collection.

13. **What do I do if a student on our submitted count has since withdrawn?**

Correction should be made prior to final verification on December 20.

14. **What is RDA?**

Results **D**riven **A**ccountability. OSEP'S vision for Results-Driven Accountability is that all components of accountability will be aligned in a manner that best supports states in improving results for infants, toddlers, children and youth with disabilities, and their families. The IDEA requires that the primary focus of IDEA monitoring be on improving educational results and functional outcomes for children with disabilities, and ensuring that states meet the IDEA program requirements. The current system places heavy emphasis on procedural compliance without consideration of how the requirements impact student learning outcomes. In order to fulfill the IDEA's requirements, a more balanced approach to supporting program effectiveness in special education is necessary.

15. **Can you please go over NC definitions of ""co-teaching"" and what the specific requirements are to be a co-teacher in NC?**

http://www.ncpublicschools.org/docs/fbs/accounting/manuals/sar.pdf (page 8)

Co-Teacher

Co-Teaching is a practice and service delivery option for students where specialized instruction is provided while the student has access to the general curriculum in the least restrictive environment (LRE). Co-teaching is a situation in which two or more certified teachers with equivalent licensure and employment status participate equally in instruction, planning, and accountability for a group of students within a shared classroom.

A Co-Teacher that shares equal teaching responsibilities for a class is assigned as one of the teachers of record for the class in Course Section Maintenance. This staff member is considered for HQ.

{FYI – "Couse Section Maintenance" wording is in the current SAR/PPAR based on NC WISE terminology and will be changed in the new SAR/PPAR document to "Course Section"}

16. **When you say Co-teaching is that equivalent to ""lead teacher"" role in PowerSchool?**

In the PowerSchool drop down menu, the role of "co-teacher" is not our co-teacher role as identified as equally responsible for the class teaching responsibilities. At this time, it will not be used for HQ evaluation since it is not a lead teacher role. The school needs to use the lead teacher roles (see memo dated 11/12 and links below for specifics) to identify a lead teacher as one or part of the lead teacher team for the class.

Your reference is the memo forwarded from the EC Division on 11/25/13 which is attached and also included the resources/links below.

 Resource for First Bullet: http://www.nc-sis.org/Documents/scheduling/PS_QRD_Sched_Resource_Students.pdf

 Resource for Second Bullet: http://www.nc-sis.org/Documents/scheduling/PS_QRD_Sched_Resource_Students.pdf

 Resource for Third Bullet: http://www.nc-sis.org/Documents/scheduling/PS_QRD_Sections_with_multiple_teachers.pdf

 If you have any questions, please contact Home Base Support Center at (919) 807-4357.